DOCUMENT RESUME

ED 195 540 SP 017 164

AUTHOR Carey, Lou M.
TITLE State-level Teacher Performance Evaluation Policies. Professional Development Occasional Paper 1.
INSTITUTION National Council of States on Inservice Education, Syracuse, N.Y.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE 80
NOTE 17p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Practices: *Evaluation Criteria: *Evaluation Methods: Inservice Teacher Education: Postsecondary Education: *State Departments of Education: *State Standards: Teacher Effectiveness: *Teacher Evaluation

ABSTRACT

The purpose of this study was to use the standards recently developed by the Joint Committee on Standards for Teacher Evaluation as a framework to review current state-level teacher evaluation policies. The evaluation program must meet four criteria: accuracy, utility, propriety, and feasibility. Questionnaires requesting specific information about teacher evaluation practices were sent to departments of education in all 50 states and the District of Columbia. Twenty-one states sent copies of either state-level legislation or policies. Six states indicated that state-level policies on teacher evaluation existed, but did not enclose copies of the legislation for review. Twenty-three states reported no state-level mandates for teacher evaluation. This paper presents an analysis of how policies in the twenty-one states that responded fully to the questionnaire reflect the identified evaluation criteria. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195540

Professional Development

Occasional Paper 1

State Level Teacher Performance Evaluation Policies

Lou M. Carey

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 017 164

NCSIE
National Council of States on Inservice Education

2

NATIONAL COUNCIL OF STATES ON INSERVICE EDUCATION

COUNCIL CHAIRS

Ronald Hall ..... *Chairman*
Louis Morelli ..... *Past Chairman*

PROJECT OFFICIALS

James F. Collins ..... *Project Director Syracuse University*
Carol Lewis ..... *Assistant Director*
R. Neal Appleby ..... *Administrative Assistant, Syracuse University*
Theodore Andrews ..... *Program Coordinator, Newsletter Editor*
Helen Hartle ... *Interstate Certification Project*
Diane Jones .... *NCSIE Project Officer, Teacher Corps*
James Steffensen ... *Associate Director, Teacher Corps Development Branch*
John Minor ... *Director, Teacher Corps*

MEMBERS

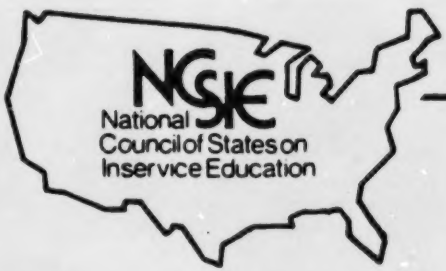
Organization	Representative
AACTE	David Imig
AASA	Robert Snyder
AFT	Pat Weiler
ATE	Robert Stevenson
NASDTEC	James Nohara
NEA	Roy Edelfelt
Teacher Centers	Allen Schmieder

State	Representative
Alabama	Billy Campbell*
Alaska	J. Kelly Tonsmeire
Arizona	Fred Sughrue
Arkansas	Austin Hanner
California	Richard Mastain
	William Webster
Colorado	M.D. Spurlin
Connecticut	Sigmund Abeles
District of Columbia	Joan Brown
Delaware	Ervin Marsh
Florida	Louis Morelli*
Georgia	William Leach
Hawaii	Eugene Yamamoto
Idaho	A.D. Luke
Illinois	William Gillies*
Indiana	Ronald A. Boyd
Iowa	Orrin Nearhoof
Kansas	Mary Martin*
Kentucky	Shirley Duff
Maine	David C. Tilton
Maryland	Irving Herrick
Massachusetts	Thomas O'Connor
Michigan	Paula Brictson*
Minnesota	Judith Wain
Mississippi	Russell Crider
Missouri	P.J. Newell
Montana	John Voorhis
Nebraska	Gerald Sughroue*
Nevada	LaMar LeFevre
New Hampshire	Gary Barker
New Jersey	Daniel Kunz
New Mexico	Alan Morgan
New York	Vincent Gazzetta*
North Carolina	Elizabeth Koontz
North Dakota	Lowell Jensen
Ohio	Nancy Eberhart
Oklahoma	John Folks
Oregon	Richard S. Jones
Pennsylvania	Ronald Hall*
Rhode Island	Edward L. Dambruch
South Dakota	James Hansen
Tennessee	John Gaines
Texas	James L. Kidd
Utah	LaMar Allred
Vermont	Henry Bissex
Virginia	Everett B. Howerton
Washington	Lillian Cady
West Virginia	Nicholas Hobar*
Wisconsin	Robert Skeway
Wyoming	Thomas L. Morris

***Member of the Executive Board**

STATE-LEVEL TEACHER PERFORMANCE EVALUATION POLICIES

Lou M. Carey



The preparation of this publication was supported in part by funds made available by the United States Department of Education through Teacher Corps to Syracuse University Office of Sponsored Programs, National Council of States on Inservice Educaçion Project. However, the opinions expressed herein are those of the author and are not to be considered as representing the opinions of the United States Government, the National Council of States on Inservice Education, any of the States which are members of the Council or of Syracuse University School of Education.

distributed by:
National Dissemination Center
Syracuse University School of Education
123 Huntington Hall
Syracuse, N.Y. 13210

Library of Congress Cataloging in Publication Data
Carey, Lou
State level teacher performance evaluation policies.
(Professional development occasional paper; 1)
1. Teachers, Training of — United States.
I. National Council of States on Inservice Education. II. Title III. Series.
LB2838.C33 371.1'44 80-26642

STATE-LEVEL TEACHER PERFORMANCE EVALUATION POLICIES

Lou M. Carey

INTRODUCTION

Teacher evaluation activity is increasing in most states across the nation.

Evaluation procedures and purposes are being more clearly defined and professional evaluators have been developing standards that can be used to guide practice in educational programs. The Joint Committee on Standards for Education Evaluation, chaired by Daniel L. Stufflebeam (Western Michigan University), recently published a draft version of *Standards for Evaluation of Educational Programs, Projects, and Materials*. Although these standards were not intended for personnel evaluation, some may be applicable to personnel evaluation policies and practices.

Evaluating classroom teachers' effectiveness was practiced long before recent developments in educational evaluation and the identification of evaluation standards. Comparing existing state policies for teacher evaluation with the new standards will reveal policies that are sound when compared to new standards and those that are weak or not well enough defined to meet current, acceptable standards.

The purpose of this study was to use the standards recently developed by the Joint Committee as a framework to review current state-level teacher evaluation policies.

The Standards

An evaluation program must meet four criteria: accuracy, utility, propriety, and feasibility. The roles of the criteria are to ensure that the following evaluation objectives are met:

accuracy - "reveal and convey technically adequate information about the features of the object being studied that determine its merit."

utility - "serve the practical information needs of given audiences."

propriety - "be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results."

feasibility - "be realistic, prudent, diplomatic, and frugal."

A review of all the standards determined that most of them would be applicable to current teacher evaluation practices. Therefore it was decided to use the standards as a framework to review state-level teacher evaluation policies. Through this process, standards that were not specifically applicable to teacher evaluation could be identified. Specific answers sought were:

1. Which of these standards are reflected in the state-level teacher evaluation policies?
2. Which states included references to the most standards in their teacher evaluation policies?

PROCEDURES

Sample

Questionnaires requesting specific information about teacher evaluation practices were sent to departments of education in all 50 states and the District of Columbia. Copies of either the state legislation on teacher evaluation or policies written by state boards of education or state departments of education were also requested. Twenty-one states sent copies of either state-level legislation or policies. Six states indicated that state-level policies on teacher evaluation existed in their states, but did not enclose copies of the legislation for review. Twenty-three states reported no state-level mandates for teacher evaluation in their states. Table 1 includes a list of states in each of these three categories.

The teacher evaluation policy analysis includes only the 21 states that returned statements of state legislation or policy.

Methods

A matrix was developed listing the states and the 29 evaluation standards (Table 2). Each state's policy statements were reviewed. When the policy included a statement about teacher evaluation that is either directly related to one of the standards, or to the spirit of the standard, a

mark was made at the intersect of state policies and evaluation standards.

The number of states that referenced these standards in state policies were tallied to determine how many included each standard in teacher evaluation policies. The number of standards in a state's policy statement was tallied to identify which state's policies incorporated the most standards.

Table 1
States Responding to Request for Information About State-Level Teacher Evaluation Policies Within the State

States Having State-Level Teacher Evaluation Policies That Returned Policy Statements for Review		
Alaska	Louisiana	South Carolina
Arizona	Maryland	South Dakota
California	Montana	Tennessee
Connecticut	Nevada	Texas
Florida	New Jersey	Virginia
Hawaii	Oklahoma	Washington
Kansas	Oregon	
Kentucky		
States Having State-Level Teacher Evaluation Policies That Did Not Return Policy Statements for Review		
District of Columbia	Idaho	Vermont
Georgia	Pennsylvania	West Virginia
States That Reported Having No State-Level Teacher Evaluation Policies		
Alabama	Massachusetts	New York
Arkansas	Michigan	North Dakota
Colorado	Minnesota	Ohio
Delaware	Mississippi	Rhode Island
Illinois	Missouri	Utah
Indiana	Nebraska	Wisconsin
Iowa	New Hampshire	Wyoming
Maine	New Mexico	

Limitations

Errors by the author no doubt exist in the interpretation of some state's policies. Interpretation of the meaning and spirit of the standards is done by each state's Attorney General's Office. Several state departments enclosed prescribed state procedures that operationalized the state's legislation.

The second limitation is the comparison of evaluation standards written for educational programs, projects, and the materials to personnel evaluation policies.

RESULTS

Accuracy Standards

This criterion should be considered when developing policies for teacher evaluation.

UTAH

The following is a brief description of an inservice training project being developed in Utah.

Most educators espouse the concept that teaching competence is built upon a tribase of equally necessary and mutually complementary factors or dimensions. These are: (1) Knowledge of Subject Matter, (2) Personality, i.e. Personal Characteristics, and (3) Teaching Skills. Although these three factors have been recognized for many years, the majority of both preservice and inservice teacher education programs have centered upon providing a wide range and/or an in-depth study of subject matter.

While subject matter has been the focus in the majority of programs, some programs do include components designed to assist the teacher in developing personal characteristics and human relation techniques which are accepting and supporting of the learner as a person. The developers of these programs have identified such concepts as self, empathy, nondirective counseling, or interaction analysis as cornerstones of their programs.

The third dimension is called "teaching skills" and it consists of the specific, planned actions of the professional which initiate, facilitate, enhance, and reward the teaching/learning processes as these processes are adapted to meet the learning needs of students.

This project is based upon many years of work and extensive analysis or research reported in the professional literature regarding learning and teaching. These efforts have been successful in identifying the "needs of learners" and in describing the specific "teaching skill(s)" which most adequately meet these needs. Preliminary field testing has shown:

1. Learner needs can be satisfied by the professional application of teaching skills.
2. The results of the professional application of teaching skills can be observed in learners' behaviors.
3. Students enrolled in teacher education programs can and do learn to identify, describe, and apply teaching skills.

4. Inservice teachers can demonstrate and validate their professional ability and skill.
5. Inservice programs based upon the acquisition and/or extending of teaching skills by individuals, groups of teachers, or all teachers within a school system are effective in improving the quality of the professional services delivered within the classroom.

As a result of the research and field testing efforts, the Utah Skills Project identified fourteen learner needs. From these learner needs, the Project has focused on seventy teaching skills which professional teachers use, either singly or in combination. These teaching skills are specific, professional activities that teachers do to help students learn.

A Skill Guide is being developed and field-tested for each of the seventy skills. Both preservice and inservice staff development formats are being employed in these testing efforts.

In summary, the majority of the teacher training institutions of Utah, in concert with selected local school districts, are developing and field-testing individualized *Skill Guides* designed to improve competence in the "teaching skill." Presently, fourteen *Skill Guides* have been through the testing process and twenty-eight more are being developed during fiscal year 1980. Eventually, seventy guides will be developed and made available for use in preservice and inservice training of professional educators in Utah.

NEW JERSEY

The Branch of Curriculum, Division of School Programs in the Department of Education serves as the focal point for the orchestration of state efforts in the area of inservice education. Current coordination activities are evident locally, regionally, and on a statewide basis.

State Legislation (Public School Education Act 1976 - "Thorough and Efficient Education") mandates that "Each school district shall make an annual report . . . which shall include . . . plans and programs for professional improvement." An example of the Department's activities to assist local district planning includes cooperative efforts with the Newark school district to assess local needs and plan inservice activities appropriate to serve these needs.

As a follow-up to the Invitational Conference on Inservice Education held in January, 1979, the Branch of Curriculum is coordinating regional conferences targeted to local districts. These conferences will be held at the four Educational Improvement Centers (EIC) in the State. Attendance will include teams from school districts consisting of administrators, teachers/teacher representatives, and board members. The conference will present the issues and problems of inservice education identified at the January Conference and offer participants the opportunity to investigate solutions and alternatives.

Another regional activity coordinated by the State Department of Education includes the grouping of local school districts with common staff training needs into consortia and the developing of programs in conjunction with the EIC—South to address these needs. The present concentration is directed towards inservice training for staff in elementary mathematics.

An on-going Advisory group exists to serve the Branch in an advisory capacity. It includes representatives from regional areas of the state, the Teacher Center Programs and Teacher Corps. This Advisory Group assists the Department in planning statewide activities including regional conferences, and will be expanded to offer input into State efforts to develop a State Plan for Inservice under P.L. 95-561.

Described object (A.1). "The object of the evaluation (program, project, material) should be described so that it is clear what form(s) of the object is (are) being considered in the evaluation." Sixteen of the 21 states had policies about the nature and scope of teacher evaluation, although it was not possible in every case to identify exactly what was to be included in the evaluation.

General statements about teaching skills and performance were included in the policies of 15 states; interpersonal skills of teachers were mentioned by seven states; student progress was identified by four states; and one state required that community attitudes about teachers be included. Except for Florida, specific skills

or criteria for assessing the skills were not included in any state's policy. The determination of these specifics was left to the discretion of local districts.

Several states named specific behaviors that constitute grounds for teacher removal. Mental or physical incompetence was named by eight states; professional incompetency by seven states, immoral conduct by eight states, unacceptable political affiliations such as communist, fascist, or un-American behavior by five states, and general staff reduction caused by financial constraints by three states. The policies were unclear about the kind of information that would constitute evidence of unacceptable behavior in these areas. The nature of the evidence was left to the discretion of local school boards.

Described context (A.2). "The context in which the program, project, or materials exist(s) should be described in enough detail so that the likely influences of the context on the object may be identified." The external classroom, school, or community influences on teacher performance were mentioned in the policy statements of six states. It was stated that teacher performance should not be harshly judged where instructional materials or facilities were inadequate, and that a description of these conditions should be included with the performance documentation. No contextual descriptions other than facilities and materials were required by policy.

Described purposes and procedures (A.3). "The purposes and procedures of the evaluation should be described in enough detail that they can be identified and assessed." Different purposes for teacher evaluation were described in state policy statements. The improvement of instructional practices was identified by 14 states which prescribed individual and group inservice programs to help teachers improve weaknesses identified during evaluation. Five of these states established time lines for teachers to improve those skills.

Dismissal of teachers was a purpose of teacher evaluation in the policies of 11 states. None of these states advocated dismissal without adequate attempts on the part of local districts to remediate a teacher's skills when the described fault was professional incompetence rather than moral or political problems.

The procedures used in teacher evaluation in the state policies were not specific. The exact procedures used were at the discretion of local school boards in 18 of the 21 states. Neither Hawaii,* Kentucky nor Louisiana allowed local districts to plan their own procedures. In these three cases, procedures were adopted by the State Department of Education and local districts were charged with compliance. Nine of the states that allowed local districts to develop their own procedures required them to be submitted to their state departments for review and approval. In two states approval was a prerequisite to receiving state accreditation or program funding. Nine states did not obligate local districts to submit evaluation procedures for review or approval.

The methods of collecting teacher performance data were not specified by 15 states. Six states required classroom observation, and two allowed for other means of data gathering in addition to observation. This additional data might include student achievement, peer review, or self-assessment. Five states required teachers to report self-assessment.

An evaluation of the procedures used to evaluate teacher performance was a requirement in the policies of four states.

Collaborative planning for evaluation goals and procedures was a requirement in the policies of 14 states. Teachers or teacher representatives were to be involved in designing the teacher evaluation plan for the district. Other requirements for teacher involvement in the process were the following: teacher and evaluator negotiated the goals and criteria, three states; teacher received results of evaluation in writing, 12 states; teacher and evaluator negotiated prescribed inservice, 18 states; an established process for appeal of an evaluation by teachers, 21 states; teachers evaluated by more than one person prior to evaluation by teachers, 21 states; teachers

* Hawaii is the only state which consists of a single school district administered by the state education agency.

evaluated by more than one person prior to evaluation documents becoming a part of the personnel records, two states; specific limits on the length of time an evaluation report can remain a part of personnel records, three states.

State-level policy statements do not operationalize procedures in enough detail to enable a comparison with the standards.

Described information sources (A.4). "The sources of information should be described in enough detail so that adequacy of the information can be assessed." Twenty states mentioned the sources of teacher evaluation information in their policies. These states specified that an evaluator conduct the study. Six states required that the evaluator receive training in personnel evaluation. Two states indicated that evaluation of teachers by peers, students, and community leaders was also permissible. Self-evaluation was a source approved by five states.

Valid measurement (A.5). "The information gathering instruments and procedures should be chosen or developed and implemented in ways that will assure that the interpretation arrived at is valid for the given use." Only four states included in their policies specific references to the need for valid instruments. Requirements of other policies could be interpreted as promoting valid instruments and procedures for teacher evaluation. These policies included the following: state department review and approval of instruments and procedures, nine states; collaborative planning, 14 states; evaluation of the evaluation process, four states; trained evaluators, six states; teacher acknowledgement of results, 18 states; and teacher appeal procedures, 21 states.

Reliable measurement (A.6). "The information gathering instruments and procedures should be chosen or developed and implemented in ways that will assure that the information obtained is reliable." Two states included in their policies direct references to reliability. Other policies which would have encouraged reliable measurement included the following: state department review and approval of instruments and procedures, nine states; evaluation of the evaluation process, four states; trained evaluators, six states; specific persons designated as evaluators, 19 states; the evaluation be conducted by at least two separate individuals and differences in evaluations resolved, two states.

Systematic data control (A.7). "Data used in an evaluation should be reviewed and corrected so that evaluation reports will not be needlessly flawed." All but two states required that teachers review and sign the evaluation report. Their signature was to ensure that they had reviewed evaluation documents in their file. The appeal process, prescribed by all 21 states, offered teachers a procedure for changing inappropriate or negative evaluations. Three states limited the length of time an evaluation report could remain in a personnel file. This policy ensured that only a currently accurate description of teacher performance be included in the records.

Analysis of quantitative information (A.8). "An evaluation's quantitative information should be appropriately and systematically analyzed so that supportable interpretations are enabled." Only Hawaii described the quantitative procedures for analyzing and summarizing teacher evaluation data. All other states left technical data analysis considerations to the discretion of local school districts. It was assumed that these summary procedures were subject to approval by the state department in nine states.

Analysis of qualitative information (A.9). "An evaluation's qualitative information should be appropriately and systematically analyzed so that supportable interpretations are enabled." Specifics of data analysis procedures, except for Hawaii, were left to the discretion of local school districts. Again, it is assumed that data analysis procedures were reviewed and approved by state departments in nine states.

Justified conclusions (A.10). "The conclusions reached in an evaluation should be explicitly justified so that the audiences can assess them." Five states mentioned justifiable conclusions. In addition to these direct references, teacher review and established teacher appeal procedures in 21 states all helped to guarantee that individual evaluations were justifiable. Since many

districts use collective information from teacher evaluations to plan and implement district inservice programs, justifiable conclusions about teacher performance would be an important consideration when the data are summarized across teachers. No state described such a policy.

Objective reporting (A.11). "Evaluators should be independent on what is evaluated, and the evaluations should provide safeguards so that the resulting findings and reports are not distorted by the personal feelings and biases of any party to the evaluation." This standard is either neglected or violated in the state-level policies of all states. No state policy specified that the individual who conducted the evaluation not be involved in the regular personal and social interactions of the school in which the teacher works. In most instances an assistant principal or other building-level person was charged with conducting the evaluation. This policy and practice was contrary to the standard.

Utility Standards

The purpose of the utility standards is "... to ensure that an evaluation will serve the practical information needs of given audiences." States that had policies related to the utility standards are listed in Table 2.

Evaluator credibility (U.1). "The person conducting the evaluation should be both trustworthy and competent to perform the evaluation so that their findings achieve maximum credibility and acceptance." Trust in the evaluator by the teacher was not mentioned in any state policies. The fact that building-level personnel were prescribed to conduct evaluations raises questions about the trustworthiness of the evaluator as perceived by the teachers being evaluated.

Evaluator competence was addressed by six states that require training of evaluators. None of these states specified guidelines for determining evaluator competence.

Audience identification (U.2). "Audiences involved in or affected by the evaluation should be identified so that their needs can be served." All states identified teachers as the primary audience for the evaluation results. District inservice personnel also received evaluation reports in all 21 states, because they provided means for teachers to improve performance. Other audiences mentioned by four states were: school principals and superintendents for retention, promotion, and inservice resources allocation; state-level certification and evaluation personnel.

Information scope and sequence (U.3). "Information collected should be of such scope and selected in such ways that pertinent questions about the object of the evaluation are addressed and so that the information is responsive to the needs and interests of specified audiences." Four states addressed information scope and sequence in their policies through statements that specified what information would be collected, by whom, and when. The scope and sequence for most states must be inferred from other policy statements. Those of relevance are the following: collaborative planning, 14 states; teacher self-assessment, five states; approval of plans and procedures by state departments, nine states; timing of evaluations to coincide with retention, promotion, and tenure decisions, 19 states; and what to evaluate, 15 states.

Report clarity (U.4). "The evaluation report should clearly describe the object being evaluated and its context and the purposes, procedures, and findings so that the audiences will readily understand what was done, why it was done, what information was obtained, what conclusions were drawn, and what recommendations were made." Teacher evaluation reports for teachers were prescribed by all 21 states. These reports would include what was evaluated and how, conclusions about teachers' performance, and recommendations about inservice, promotion, probation, or dismissal. Policies that required a teacher's signature on the report guaranteed that teachers were aware of the report. Policies that prescribed a review process for those dissatisfied with their report helped ensure the clarity of evaluation reports. Clarity about reports to audiences other than teachers was mentioned by only four states.

Report dissemination (U.5). "Evaluation findings should be disseminated to clients and other right-to-know audiences so they can assess and use findings." All 21 states required that teachers be informed of the

Table 2

A Comparison of State Level Teacher Evaluation Policies and the Standards for Evaluations of Educational Programs, Projects and Materials

State-Level Teacher Evaluation Policies	Accuracy Standards											Utility Standards							Propriety Standards								Feasibility Standards			Total Standards Within States
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	
Alaska	■		■	■			■				X	■	■		■	■	■	■				■	X	■	■			■		16
Arizona	■	■	■	■	■		■				X	■	■	■	■	■	■	■				■	X	■	■	■		■	■	21
California	■		■	■			■				X		■		■	■	■	■				■	X	■	■			■		15
Connecticut	■	■	■	■	■	■	■			■	X	■	■		■	■	■	■	■			■	X	■	■	■		■		22
Florida	■	■	■	■	■	■	■			■	X	■	■	■	■	■	■	■				■	X	■	■	■		■	■	23
Hawaii	■		■	■	■		■	■			X		■	■	■	■	■	■	■		■	■	X	■		■		■		19
Kansas	■		■	■			■			■	X		■		■	■	■	■				■	X	■				■		15
Kentucky	■		■	■			■			■	X	■	■		■	■	■	■	■	■	■	■	X	■		■		■		19
Louisiana	■	■	■	■			■			■	X		■	■	■	■	■	■				■	X	■	■			■		18
Maryland			■	■			■				X		■		■	■	■	■				■	X	■		■				13
Montana	■			■			■				X		■		■	■	■	■				■	X	■				■		13
Nevada				■			■				X		■		■	■	■	■				■	X	■						11
New Jersey	■		■	■			■				X		■		■	■	■	■				■	X	■		■				14
Oklahoma	■	■	■	■			■				X	■	■		■	■	■	■				■	X	■		■		■	■	19
Oregon	■			■			■				X		■		■	■	■	■				■	X	■						12
South Carolina							■						■		■	■	■	■				■	X	■	■					10
South Dakota	■	■	■	■			■				X		■		■	■	■	■				■	X	■	■			■		16
Tennessee				■							X		■		■	■	■	■				■	X	■						10
Texas	■			■			■				X		■		■	■	■	■				■	X	■				■		13
Virginia				■							X		■		■	■	■	■				■	X	■				■		11
Washington	■		■	■			■				X		■		■	■	■	■				■	X	■						13
Total Standards Across States	16	6	14	20	4	2	19	1	0	5	20	6	21	4	21	21	21	21	3	1	21	21	21	8	7	1	1	14	3	

■ - Standard Included

X - Policy Different from Standard

results of their evaluations in writing. Six states identified other right-to-know audiences as inservice personnel, those involved in retention or promotion decisions, and duly appointed members of appeals boards. These same audiences were implied, but not specifically mentioned, by the other 15 states.

Report timeliness (U.6). "Release of reports should be timely so that audiences can best use the reported information." All 21 states mentioned timing concerns for the purposes of retention, promotion, and tenure. A few added the allocation of resources for inservice programs. All states wanted evaluations to occur during the spring term and required that teachers be notified of the results within a few days of the evaluation.

Evaluation impact (U.7). "Evaluations should be planned and conducted in ways to encourage follow-through by members of the audiences." All 21 states specified that results be used to guide teachers toward the improvement of their own performance, to plan and deliver inservice programs, or to dismiss teachers.

Propriety Standards

These standards ". . . are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results." The names of states that had policies related to the feasibility standards are indentified in Table 2.

Formal obligation (P.1). "Obligations of the formal parties to an evaluation (what is done, how, by whom, when) should be agreed to in writing so that these parties are obligated to adhere to all conditions of the agreement or formally to renegotiate it." A written agreement between the evaluator and teacher, to the exact nature of each evaluation, was stated only in the policies of Connecticut, Hawaii, and Kentucky.

Conflict of interest (P.2). "Conflict of interest should be avoided in evaluation, or, should it occur, dealt with openly and honestly so it does not compromise the evaluation processes and results." This standard was mentioned in the policies of only one state. The appeal process prescribed by each of the states could imply a procedure for resolution of conflict of interest problems should they arise.

Full and frank disclosure (P.3). "The evaluator's oral and written reports should be open, direct, and honest in their disclosure of pertinent findings, including the limitations of the evaluation." Full and frank disclosure was required by all 21 states in their policies. Teachers were to be allowed to see all written reports of their evaluations. Two states required that limitations of the evaluation, such as inadequate teaching material and space, be described and attached to the evaluation. All 21 states also required personnel files, including evaluation documents, to be open to the teacher upon request.

Public's right-to-know (P.4). "The formal parties to an evaluation are responsible to uphold the principles of the public's right to know, within the limits of other related principles and statutes, such as those dealing with public safety and the right to privacy."

The policies of all 21 states designated the evaluation reports of individual teachers as privileged information. Only the individual teacher, personnel employees, appointed appeal committee members, and inservice personnel had access to individual teacher evaluation reports. The right to privacy appeared to override the public's right to know. Summary information of teachers' performance within and across schools was made public within the district at the discretion of local school districts. There were no policies concerning the confidentiality of information on teacher performance related to evaluations other than those officially conducted by school districts for personnel decisions.

Rights of human subjects (P.5). "Evaluators must design and conduct their evaluations in such ways that the rights and welfare of human subjects are respected and protected." This standard was implied by all 21 states reviewed. The number of states which adhered to policies that addressed this standard were: teachers' right to privacy, 21 states; prompt submission of written results to teachers, 21 states; right to appeal process, 21 states; participation of teachers in the design of the evaluation process, 14

states; and evaluation of the evaluation process, four states.

Human interactions (P.6). "Evaluators should be respectful of human dignity and worth in their interactions with other persons associated with the evaluation." Eight states prescribed that teachers be apprised of the contents of the evaluation, the methods used to gather data, and that evaluations be scheduled in advance so that teachers could prepare themselves, their classes, and their materials. The spirit of this standard was evident in the right to privacy and the established appeal procedures and policies. Kentucky stressed the importance of this standard during evaluator and teacher discussion of results. Kentucky also limited the use of evaluation data to improvement of the individual's instruction.

Balanced reporting (P.7). "The evaluation should be equitable in its presentation of strengths and weaknesses of the object under investigation so that strengths can be built upon and problem areas addressed." Seven of the 21 states required that strengths be included in the evaluation report or teacher and evaluator follow-up conference. The remainder of the states all focused their written policies on performance weaknesses and procedures to improve performance.

Fiscal responsibility (P.8). "The evaluator's allocation and expenditure of resources should reflect sound accountability procedures and should be otherwise prudent and ethically responsible." Only Arizona included a statement about fiscal responsibility in teacher evaluation policies.

Feasibility Standards

"The feasibility standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal." States that had policies related to the feasibility standards are identified in Table 2.

Practical procedures (F.1). "The evaluation procedures should be practical so as to ensure that associated disruption is kept to a minimum, and that findings can be obtained." Only Oklahoma mentioned ensuring evaluation procedures did not unduly disrupt the teacher or classroom.

Political viability (F.2). "Evaluations should be planned and conducted with anticipation of the different positions of various interest groups so that possible attempts by any of these groups to curtail evaluation operations or to bias or misapply the results can be averted." Political viability was directly addressed by the 14 states that required collaborative evaluation planning and directed that teachers or teacher representatives be involved in designing evaluation procedures. The right to privacy statements and the established appeal procedures included in all 21 state policies helped guard the viability of teacher evaluation programs. Several states excluded teacher evaluation results and procedures from collective bargaining activities.

Cost effectiveness (F.3). "The evaluation should produce information of sufficient value to justify the resources used." Arizona, Florida, and Oklahoma were the only states which included cost effectiveness in their policy statements.

Reflection of Standards in State Policy

States did not evenly reflect considerations for the 29 standards in their policies. Those states that had policies that included references to the most standards were: Florida, 23; Connecticut, 22; Arizona, 21; Hawaii, 19; Kentucky, 19; and Oklahoma 19. Those that had the least number of standards reflected in their policies were: Nevada, 11; Virginia, 11; Maryland, 13; Montana, 13; Texas, 13; and Washington, 13.

Discussion

Many of the ideals proposed in the Joint Committee's *Standards for Evaluation of Education Programs, Projects and Materials* are evidenced in the state-level teacher evaluation policies of the 21 states reviewed. Of all the 29 standards, only one, objective reporting, seemed inappropriate for teacher evaluation as it is currently written. Policies in this area are contrary to the standard, and this difference relates to unique factors in personnel evaluation. Study should determine whether policies should diverge from this standard or whether the standard should be modified to be more relevant to personnel evaluation.

The issue of objective reporting is especially difficult for teacher evaluation. If building level personnel conduct teacher evaluations, then teachers are not provided with unbiased evaluators. The use of other evaluators poses problems in the possible erosion of administrative authority and in the allocation of fund. for evaluation specialists.

There were also differences between the right to privacy standard (P4) and state policies. Since the results of a personnel evaluation are confidential, the individual's right to privacy would logically override the public's right to know.

Analysis of quantitative information, in the accuracy standard, was not accounted for by any of the 21 states. The purpose for this standard should be reviewed by state-level policy makers to determine why it generally has been omitted. The standard is applicable to teacher evaluation policies.

Eleven of the 29 standards were referenced by five or fewer states. State-level policy makers should review these standards for their potential impact on state policy and for their usefulness in future teacher evaluation.

NATIONAL DISSEMINATION CENTER
PROFESSIONAL DEVELOPMENT PUBLICATIONS

PUBLICATIONS ORDER FORM

No.	Title	Amt.
_____	Perspectives on Preservice and Inservice Education Louis Rubin	$4.00
_____	The Role of the State Education Agencies in Inservice Education Wendell Allen	$3.00
_____	Inservice Education: State Scenes National Council of States on Inservice Education	$6.50
_____	Sources & Resources: An Annotated Bibliography on Inservice Education National Council of States on Inservice Education	$8.50
_____	Inservice Education: Priority of the '80s Margo Johnson	$4.50
_____	Providing Leadership for Inservice Education Proceedings of the 1979 NCSIE National Workshop	$4.50
_____	State-Level Teacher Performance Evaluation Policies Lou M. Carey (NCSIE Occasional Paper Number 1)	$2.00
_____	Merging Resources of the IHE and the LEA for the Improvement of Inter-Institutional Programs Dwight W. Allen and The Competency Centered Field Based Early Childhood Certification Project Gordon E. Eade (NCSIE Occasional Paper Number 2)	$2.00
_____	The Evaluation of College Teaching Michael Scriven (NCSIE Occasional Paper Number 3)	$2.00
_____	Expanding the Implications of Public Law 94-142 Maynard Reynolds (NCSIE Occasional Paper Number 4)	$2.00
_____	Issues in Inservice Education: State Action on Inservice Education National Council of States on Inservice Education	$4.00
_____	Involvement: A Study of Shared Governance Bruce R. Joyce	$4.00
_____	Toward Meeting the Needs of the Beginning Teacher Kenneth R. Howey and Richard H. Bents, Editors	$4.50
_____	**Set of Five ISTE Reports**	$20.00
	or	
_____	ISTE Report I—Issues to Face Bruce Joyce, Ken Howey, and Sam Yarger	$3.00
_____	ISTE Report II—Interviews: Perceptions of Professionals and Policy Makers, Bruce Joyce, Kathleen McNair, Richard Diaz, and Michael McKibben	$5.00
_____	ISTE Report III—The Literature on Inservice Teacher Education: An Analytic Review, Alexander Nicholson and Bruce Joyce	$4.00
_____	ISTE Report IV—Creative Authority and Collaboration: A Collection of Position Papers, Sam Yarger et. al.	$5.00
_____	ISTE Report V—Cultural Pluralism and Social Change Richard Brandt et. al.	$5.00
_____	Meeting the Special Needs of Students in Regular Classrooms James F. Collins and Joseph A. Mercurio, Editors	$3.00
_____	Criteria for Describing and Assessing Competency Based Programs J. Bruce Burke, John H. Hansen, W. Robert Houston, Charles Johnson	$4.00
_____	A General Catalog of Teaching Skills Richard Turner, Editor	$9.00
_____	A Catalogue of Concepts in the Pedagogical Domain of Teacher Education Bryce D. Hudgins, Project Director	$4.00
_____	Competency Assessment, Research and Evaluation W. Robert Houston, Editor	$3.00
_____	Closing the Knowledge Gap H. Del Schalock	$3.00

_____	Resources for Performance-Based Education & Supplement A W. Robert Houston	$3.00
_____	Social Studies Teacher Competencies Minnesota Department of Education	$2.00
_____	Assessment Theodore E. Andrews, Editor	$2.00

To order publications from the National Dissemination Center, check the titles you require, indicating number of copies needed, and return this form to the **National Dissemination Center, Syracuse University, 123 Huntington Hall, Syracuse, New York 13210.**

All orders not accompanied by a formal purchase order must include a check or money order made payable to the **National Dissemination Center.**

MAILING AND HANDLING CHARGE:

U.S. and Canada:

for one publication	$0.60
for more than one publication	$1.00

FOREIGN:

surface mail	$0.50 publication
air mail	$2.00 publication

Payment enclosed____ Purchase Order No.____ Amount $_____

NAME _____

ADDRESS _____

_____ ZIP_____